

GOVERNOR DUMMER ACADEMY

CATALOGUE

1970-1971

Founded 1763



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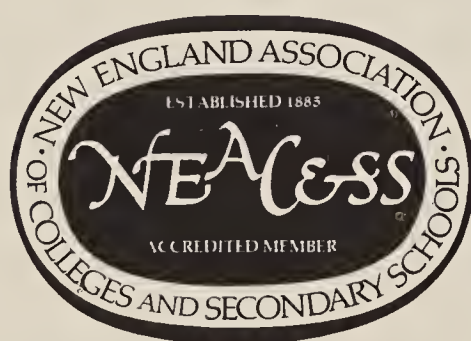
GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

01922

CATALOGUE

1970-1971



TWO HUNDRED AND EIGHTH YEAR

HISTORY

Now a school of 300 boys, Governor Dummer is the oldest boys' boarding school in the United States. It was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and colonial mansion in the town of Newbury to three trustees with directions to build a grammar school house. Both mansion and school house still stand on the Academy's 500 acres, the former as the headmaster's home and the latter as a reminder of the past when many leaders of the new nation were trained here.

Since its incorporation not for profit in 1782, the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty, and particularly to the late Dr. Charles S. Ingham, Headmaster from 1907 to 1930, and to Dr. Edward W. Eames, Headmaster from 1930 to 1959.

THE GOVERNOR DUMMER EXPERIENCE

Boarding school is a way of life. At Governor Dummer, we believe that the full life is challenging, fun, sometimes exciting, sometimes reflective — yes, sometimes disappointing — always a process of maturing and learning. Whether a boy is at a chapel service, a beach party with boys and girls from other schools, in the library working on a history paper, in bull sessions with masters or friends, on the bench or starring in a basketball game, there is interaction with people and with ideas. Governor Dummer is old-fashioned enough to believe that one comes to school for training in mind, body, and spirit. It is flexible enough to approach this training in a variety of ways.

The classrooms, the library, and the laboratories are fundamental to the Governor Dummer experience. An academy is a school, and school at Governor Dummer means formal training of the intellect. But there is a great deal more to the experience. The activities provided by the Humanities Program (see page 25) and the project terms for seniors and juniors (see pages 7 and 24) all play their part. So, among other things, does the initiative shown by the boys themselves in organizing in a responsible manner such special occasions as Moratorium Day and Earth Day during the 1969-70 school year.

By providing a way of life in which one learns through a combination of academic training and non-academic involvement, the Governor Dummer experience is designed to prepare young men to face their future with confidence in their ability to define and achieve goals — goals of benefit to themselves and to their communities.

STUDENT GOVERNMENT

The Academy strongly believes in the development of a sense of responsibility in all students. One of the ways of achieving this purpose is through the involvement of the largest number of boys in the activities of student government. Accordingly, all members of the senior class carry out important assignments as supervisors of the library, study hall, dormitories, and dining room under the leadership of three elected class officers who act as an executive committee. In addition, the class as a whole works closely with the Headmaster on matters of discipline and school morale. Two elected representatives of each of the under classes participate in the regular weekly meeting of the executive committee with the Headmaster and the Dean.

Although not strictly part of student government, Red Key Honor Society membership carries with it real responsibility. Composed of 15 juniors, some elected by classmates and some appointed by the senior executive committee and the administration, the Red Key acts as host on the frequent occasions when visitors in any number are on campus. Members are expected to recruit and organize assistants if the occasion demands.

WORK PROGRAM

All boys take part in the work program. Each one takes care of his own room and helps in cleaning up his dormitory. Besides these regular jobs, a boy may be a member of the staff of the school store, the athletic stockroom, the library, or the postoffice. He should expect to be called upon to help in other ways when and where he is needed.

RELIGION

While Governor Dummer is non-sectarian and welcomes boys of all faiths, we firmly believe that religion should be an integral part of a boy's moral and academic training. Each Sunday the school chaplain, sometimes with a speaker who may be a guest, a faculty member, or a student, conducts a non-denominational Protestant service; visiting Roman Catholic clergy celebrate Mass; and Jewish boys meet for a discussion led by one of them, the chaplain, or a visitor. Once a month there is an Episcopal communion service. Attendance at one of these Sunday services is required, except that seniors and juniors may elect a course concerned with forms of worship as an alternative. Evening vespers during the week is voluntary. The chaplain and the director of the community-service program are regularly available to all boys for guidance and counsel. Together they offer the courses described in the Religion and Ethics section of the academic program.

GUIDANCE AND COUNSELING

All masters expect to advise and counsel boys, and the nature of the problem will usually determine the identity of the master who gives advice. For boarding boys, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to boys on his corridor. Day students are assigned study and locker space, usually in dormitories housing their boarding classmates. Depending on the number involved, their advisor may be a dormitory master or another faculty member. In their capacities as academic advisors, the faculty may refer particularly difficult problems to the Director of Studies. The school chaplain provides guidance on spiritual problems and the Headmaster is sought by, and seeks out, boys on problems of all sorts.

VACATIONS, WEEK-END AND SHORT-ABSENCE PERMISSIONS

In addition to the regular vacations at Christmas and in the early spring, there is a long Thanksgiving week-end and a mid-February "Winter Week-end" for the whole school. Assuming no scholastic or disciplinary complications, boys may leave school for approved destinations on week-ends of their own choosing. The number of such week-end permissions varies from a maximum of three per term for freshmen to an unlimited number for seniors. "Short-absence" permissions allow a boy to be away from school for part of a day with parents or other adults. They are not limited in number, although they may be limited by unsatisfactory work or conduct and will not normally be granted if they conflict with school appointments.

HEALTH

The school infirmary is regularly staffed by experienced registered nurses. The Anna Jaques Hospital in Newburyport, ten minutes away, is available in emergency cases. This hospital is recognized as a Grade A institution by the American College of Surgeons. The school physician is on call at all times and visits the infirmary daily when any boy needs attention.

All boys are instructed to report any sickness or accident to the nurses. It is our policy to call the school physician in all cases about which there is doubt in the nurses' minds. Care is taken to report to the parents all illnesses and accidents which are not trivial. In some cases we make the first report by telephone or telegraph.

ACADEMIC PROGRAM

The academic program covers the four years of high school, grades 9 through 12. Since practically all students are college bound, the courses actually taken are governed to a certain extent by college admission requirements. However, as the following pages will show, opportunities for studies of particular interest to particular students are available in each department. Each boy's program is flexible and designed to fit his needs and wants. Sectioning in many courses makes it possible for a boy to advance according to his ability and previous training. There may be as many as 20 boys in a section, or there may be as few as 1. The average is somewhere between 13 and 14.

The academic facilities include a library of over 18,000 volumes, two seminar rooms, 15 classrooms, separate laboratories for Physics, Chemistry and Biology, a language library and laboratory, and a study room. By September 1971 the Schumann Science Center will provide new lecture rooms, laboratories, and special facilities for Physics, Chemistry, Biology and General Science.

By agreement among the boy, his parents, and the school, seniors may use all or part of the spring term for a special project which will carry academic credit. This will involve his discontinuing one or more of his courses. The project may be conducted on campus, nearby, or even away from school.

There follows a description of the various courses offered. Although there may be some flexibility, by graduation a boy should expect to have a minimum of 4 credits in English, 3 in math and foreign language, and 2 each in history and science.

RELIGION AND ETHICS

HISTORY OF WESTERN RELIGION — 2 hours — 10th grade. A study of the Judaic-Christian tradition, its origins and its development in western civilization. This course is designed to provide an understanding of the major western religions which will in turn provide a basis for understanding other religions. Texts: *The Bible*; Metzger, *The New Testament — Its Background, Growth, and Content*. Readings from *The Interpreter's Bible*; Price, *Understanding the New Testament*; Bright, *History of Israel*; and others.

CONTEMPORARY ISSUES — 2 hours — elective for juniors and seniors. A study of contemporary social problems with a critical view of the role and obligation of 20th century man in the recognition and solution of these problems. No text. Reading from *The Environmental Handbook*; Ehrlich, *The Population Bomb*; Kozol, *Death at an Early Age*; Wolfe, *The Electric Kool-Aid Acid Test*; and selected readings from current periodicals.

NATURE OF MAN — 2 hours — elective for juniors and seniors. An examination of individual man as he appears in present day society. Emphasis is put on institutions, forces and influences which seem to shape human existence. Modern literature, introductory psychology and current ethical theories are avenues of exploration into the nature of man. Primarily a reading and discussion course. No text. Readings from Sigmund Freud, Eric Fromm, Victor Frankl, Joseph Fletcher, Arthur Miller, Arthur Koestler, Richard Wright, Albert Camus and others.

INDEPENDENT STUDY IN RELIGION — Number of hours arranged with the instructor. Elective for a limited number of seniors. An opportunity for independent, individual research in an area chosen by the student. Bibliography compiled jointly by the student and the instructor to fit the student's particular needs and desires.

ENGLISH

ENGLISH 1 — 5 hours — 9th grade. English 1 is an introductory course in grammar, composition, vocabulary building, and literature. A weekly writing assignment of 300-400 words is required, as are periodic reports on works read outside of class. Texts for class study are: Shaw and Shaffer, *McGraw-Hill Handbook of English*; Diederich et al, *Vocabulary for College: A*; Bennett (ed.) *Great*

Tales of Action and Adventure and *Turning Point*; Crane, *The Red Badge of Courage*; Knowles, *A Separate Peace*; Shakespeare, *Henry IV, Part I*; Bennett and Molloy (eds.) *Cavalcade of Poems*. Required outside class reading includes Homer, *The Odyssey*; Stevenson, *Kidnapped*; La Farge, *Laughing Boy*; Dickens, *Great Expectations*. The literary theme of English 1 deals with the period of transition from youth to adulthood.

LANGUAGE STUDY — 2 hours — 9th grade. A course supplementing English 1 for those boys who, in the opinion of the department, need additional work in English. Spelling, grammar, and rhetoric are emphasized using materials prepared by the department.

ENGLISH 2 — 5 hours — 10th grade. Essentially a continuation of English 1, this course places less emphasis on grammar and vocabulary building, and more on composition and literature. A weekly writing assignment of 400-500 words is required, as are periodic reports on works read outside of class. Texts for class study are: Shaw and Shaffer, *McGraw-Hill Handbook of English*; Morgan, *Here and Now: An Approach To Writing Through Perception*; Diederich et al, *Vocabulary for College: B*; Dickens, *A Tale of Two Cities*; Orwell, 1984; Hardy, *The Mayor of Casterbridge*; Peterson (ed.), *Great Essays*; Strachey, *Eminent Victorians*; Shakespeare, *Macbeth* and *Twelfth Night*; Niebling (ed.), *A Journey of Poems*. Required outside class reading includes Golding, *Lord of the Flies*; Defoe, *Robinson Crusoe*; Swift, *Gulliver's Travels*. The literary theme of English 2, devoted to readings from English literature, involves the individual's attempt to find a useful place in the social order.

READING IMPROVEMENT — 2 hours — 10th grade. A course advised for boys who need bolstering in reading efficiency. Developmental Reading with tachistoscopic training and reading films (Iowa, Purdue, or Harvard) starts the year. This is followed by vocabulary building in Orgel, *College Entrance Reviews*. In the spring term, emphasis is placed on the improvement of reading comprehension in the recollective and reflective areas. Texts: mimeographed material prepared by the department and the Orgel book above.

ENGLISH 3 — 5 hours — 11th grade. English 3 is primarily a course in composition and literature. A weekly writing assignment of 600-700 words is required, as are periodic reports on works read

outside of class. Texts for class study are: Hyde and Brown, *Composition of the Essay*; Diederich et al, *Vocabulary for College: C*; Lesser and Morris (eds.), *Modern Short Stories: The Fiction of Experience*; Melville, *Billy Budd, Sailor*; Fitzgerald, *The Great Gatsby*; O'Neill, *The Hairy Ape*; Miller, *Death of a Salesman*; Linscott (ed.), *Selected Poems and Letters of Emily Dickinson*; Untermeyer (ed.), *Robert Frost's Poems* (or an anthology to be selected by the instructor); Franklin, *Autobiography*; Sandburg, *Abraham Lincoln: The Prairie Years*; Thoreau, *Walden*. Required outside class reading includes Twain, *The Adventures of Huckleberry Finn*; Hawthorne, *The Scarlet Letter*; Marquand, *Point of No Return*. The literary theme of English 3 is the search for values in American life.

ENGLISH 4 4 hours — 12th grade. Three thematically oriented humanities courses are offered. A weekly critical essay is required in each course.

A — A study of tragedy and theories of society. Reading includes: Homer, *The Odyssey*; Aristotle, *Poetics, Ethics*; Aeschylus, *The Orestia*; Sophocles, *The Oedipus Cycle*; Euripides, *Hippolytus, The Trojan Women*; Shakespeare, *Hamlet, Macbeth, Othello*, and two comedies; Hardy, *The Return of the Native*; O'Neill, *Mourning Becomes Electra*; selections from Herodotus and Thucydides; Plato, *The Apology, Crito, Phaedo*, and selections from *The Republic*; Machiavelli, *The Prince*; Marx, *The Communist Manifesto*; Bellamy, *Looking Backward*; Huxley, *Brave New World*; Lippmann, *The Public Philosophy*. Poetry appropriate to the themes under discussion from Milton, Wordsworth, Keats, Shelley, Byron, Arnold, Tennyson and others is included. This course is normally taken by boys planning to take the Advanced Placement Examination.

B — "Freedom, License and Responsibility." Typical reading includes: Miller, *The Crucible*; Ibsen, *The Wild Duck, Hedda Gabler, Peer Gynt*; Shakespeare, *Othello, Hamlet*; Mill, *On Liberty*; Plato, *The Republic, Euthyphro, Apology, Crito*; Dostoevsky, *Crime and Punishment*; Steinbeck, *The Grapes of Wrath*; Faulkner, *The Sound and the Fury*; Hemingway, *The Sun Also Rises*.

C — "Politics and Literature." Typical reading includes: Plutarch, *Fall of the Roman Republic* (Warner, ed.); Kirst, *Soldiers' Revolt*; Dickens, *Hard Times*; Drury, *Advise and Consent*; Solzhenitsyn, *One Day in the Life of Ivan Denisovitch*; Machiavelli, *The Prince*; Cicero, *Selected Works*; Dunne, *Mr. Dooley on Everything and Ivrybody*; Martial, *Selected Epigrams*; Aristophanes, *Lysistrata*; Anouilh, *Antigone*; Shakespeare, *Richard III*; Shaw, *Major Barbara*.

CONTEMPORARY DRAMA — 2 hours — 11th and 12th grades. This course is designed for students interested in contemporary trends in European and American theater. Students will attend 12 plays at Harvard's Loeb Drama Center, Brandeis' Spingold Theater, and Tufts University. Several films will also be viewed. All class discussion and critical writing will grow out of these live performances and films and not from reading texts.

POETRY WRITING — 3 hours — 11th and 12th grades. Starting with a study of verse forms and techniques through reading and listening to poetry, the course leads to the writing of poetry by the students. Texts to be selected.

MATHEMATICS

The subject matter in mathematics is selected to enable the student to perceive patterns and understand the properties of a mathematical structure. With emphasis on precision in the use of language and on disciplined thinking, the goal is the ability to arrive at valid generalizations.

ALGEBRA 1 — 5 hours — An introductory course in algebra, continuing through the solution of quadratics in one unknown. Concepts and structure are emphasized, but not at the expense of algebra skills. Sections are provided both for beginners and for those who have had some previous experience with algebra. Text: Weeks and Adkins, *First Course in Algebra*.

GEOMETRY — 5 hours — Introductory geometry which features a unified treatment of plane and solid geometry. Topics studied include space geometry, coordinate systems, area theory, and the concept of similarity. The course presents geometry as a mathematical model of the physical world which is studied through both deductive and inductive methods. Text: Moise and Downs, *Geometry*.

ALGEBRA 2 — 5 hours — A rapid review of Algebra 1 followed by more advanced work in factoring, quadratic equations in one and two unknowns, functions, graphs including graphs of the conics, variation, exponents, logarithms, cubic equations, progressions and the binomial series. The trigonometric functions are introduced with the trigonometry of the right triangle. Accelerated sections will complete the elements of plane trigonometry. Text: Dolciani, *Modern School Mathematics, Algebra II and Trigonometry*.

MATHEMATICS 3A — 5 hours — This course includes elementary logic, groups, fields, axiomatic development of the real numbers, and elementary functions including linear, quadratics, circular, logarithm, and exponential. Text: Lux, Hammond, Best and Bedford, *Fields and Functions*.

MATHEMATICS 4 — 5 hours — The course covers selected topics in mathematics, integrating the first three years of course work and providing sufficient background for the continued study of applied or abstract mathematics. Topics studied include properties of functions, polynomials, exponential and logarithmic functions, the circular functions, vectors in the plane and in space, analytic geometry, the conics, sequences and series, the binomial theorem, and probability. Text: Weeks, Adkins, and Lynch, *Modern Advanced Mathematics*.

MATHEMATICS 4A — 5 hours — An introduction to the calculus with special emphasis on the elementary functions. The notions of limit, derivative, and integral are approached in an intuitive manner. The course fulfills all the requirements of the Advanced Placement AB program in mathematics. Text: Abelson, Fellman, and Rudolph, *Calculus of Elementary Functions*.

MATHEMATICS 5 — 5 hours — A college-level course aimed at Advanced Placement. Differential and integral calculus of algebraic and transcendental functions. Analytic geometry. Text: Salas and Halas, *Calculus*.

MATHEMATICS 6 — 4 hours — This course is open to students who have successfully completed Mathematics 5. It includes calculus of the functions of several variables and linear algebra. Students will assist in running the computer. Text: Lang, *A Second Course in Calculus*.

At the discretion of the instructor, special papers or projects may be required in the advanced courses.

The mathematics department has a PDP-8S computer. This facility is available to students who show a desire to program mathematics.

FOREIGN LANGUAGES

GERMAN

The German program is a full four-year course of study with a fifth year offered to any qualified student desiring to continue to this level. The average German class is five students. Thus each student receives a maximum of concentrated individual attention. Although oral skill with the language is extremely important, the focus of the German program shifts, as the student moves from level to level, from the strictly oral and grammatical areas more and more to literary, cultural and historical spheres. The use of the language laboratory is continued in various ways at all levels. The prime goal of the German program is to develop in the student an interest in the language and the people who speak it which will continue into his college years.

GERMAN 1 — 5 hours — The beginning course seeks to develop a firm foundation in the basic elements of German grammar, including all six verb tenses in the indicative, and subordinate clauses. Text: Chiles, Wiehr & Moeller, *First Book in German*.

GERMAN 2 — 5 hours — This course begins with review, completes a fairly thorough study of basic grammar and moves into careful work with adapted German reading texts, generally of a historical nature. In addition the student will have daily practice and intense drill in conversational German. Texts: Goedsche, *Patterns of German Conversation*; Haas, *Aus Deutscher Geschichte*.

GERMAN 3 — 5 hours — Although periodic grammar work will continue, the focus at this level is largely oral and literary. In addition to in-class talks by the students in German, there is a heavy reliance on language laboratory work for listening comprehension. Reading material includes plays, novels and poems, all of which are of genuine literary value. The material is comparable to the material the student is studying in his English courses. Texts: Foltin, *Aus Nah Und Fern*; Loram & Phelps, *Aus Unserer Zeit*; Durrenmatt, *Der Besuch Der Alten Dame*; Bruns, *Die Lese Der Deutschen Lyrik*.

GERMAN 4 — 4 hours — This course varies widely from year to year, depending on the interests of the students enrolled. Authors studied include Goethe, Schiller, Mann, Hofmannsthal, Hauptmann. Background reading in history texts is expected and there is a good deal of independent work.

SPANISH

The Spanish courses are planned on the assumption that our students will continue their work in this field through their senior year and in college. We have as our aims the increasing ability (1) to understand Spanish, (2) to speak Spanish, (3) to read it thoroughly, (4) to write it accurately, and (5) to expand one's knowledge of the geography, history and culture of Spanish-speaking countries. Spanish is normally the language of the classroom and the method used is termed an eclectic one. Language laboratory practice is integrated with the classroom work.

SPANISH 1 — 5 hours — Text: Da Silva, *Usted y yo*. Special attention is paid to the development of a correct accent and to the mastery of basic patterns of speech.

SPANISH 2 — 5 hours — Text: Turk and Allen, *El espanol al dia, Book II*; Reading from Grismer and Arjona, *The Pageant of Spain*; Andrian, *Modern Spanish Prose: An Introductory Reader*. Free expression in both oral and written work is stressed.

SPANISH 3B — 5 hours — Text: Del Rio and Lorea, *Langue viva y grammatia* (revised). Reading from Anderson, Imbert and Riddle, *Viente cuentos hispano americanos, Viente cuentos espanoles*. The work of Spanish 2 is continued at a more intensive level.

SPANISH 3A-4 — 4 hours — This course may be taken as a pre-Advanced Placement course by students whose progress has been rapid, or it may be taken as a 4th year course following Spanish 3B. Reading includes Del Rio, *Poesia*; Buero Valletto, *En la ardiente oscuridad*, Cela (Boudreau and Kronik, eds.) *Le familia de Pascual Duarte*; Usigli (Ballinger, ed.) *Corona de Sombra*.

SPANISH 4 A.P. — 4 hours — An Advanced Placement course though open to non-Advanced Placement candidates. Reading includes Gallegos, *Dona Barbara*; Dario, *Prosas Profanos* or *Azuls* Quiroga, *Cuentos de amor, de locura, y de muerte*; Borges, *Ficciones*.

SPANISH 5 — Offered on demand. Schedule of classes to be arranged by the Director of Studies. An advanced college level course in reading and analysis of selected works of Spanish literature considered to be of literary merit. Texts are selected from such works as *Poema de mio Cid*, *La vida es sueno*, *Misericordia*, *la Colmena*, *el Socio Facundo*, *la Voragine*, *La Rebellion de las Masas*. Heath, *Anthology of Spanish Poetry*. Oral and written book reviews required.

FRENCH

The French courses are planned in sequence to help the student effectively develop his ability to speak and understand spoken French, to read and to write it. Through careful presentation of material, grammar is also studied in an organized fashion. French is the language of the classroom except when the use of English would be more efficient or effective. The language library reinforces the oral-aural work of the classroom. Here the student can work at his own pace to help himself overcome his particular problems.

FRENCH 1 — 5 hours — An introduction to French. The first half of the year is designed to develop oral-aural proficiency within a carefully guided framework. The second half of the year continues this pattern while also introducing reading and writing at a basic level. Texts: Harris & Leveque, *Basic Conversational French w/ Laboratory Manual*; Campbell-Bauer, *Contes pour debutants, La Dynamite*.

FRENCH 2 — 5 hours — A continuation of the method of French 1, with emphasis placed equally on the four skills of speaking, listening, reading and writing. Texts: Harris & Leveque, *Basic Conversational French* (HRW) w/ Laboratory Manual; Campbell-Bauer, *Arsene Lupin*; St.-Exupery, *Le Petit Prince*; Belle & Haas, *Promenades on France*.

FRENCH 3 — 5 hours — This course, while completing the study of grammar, places great emphasis on speaking, and reading. Compositions and outside readings are assigned. Texts: Harris & Leveque, *Intermediate Conversational French w/ Laboratory Manual*; Richardson & Fletcher, *Histoires Illustrees*; Campbell-Bauer, *La Robe et le couteau*; Arnold, *Student's Guide to Basic French*; Vercors, *Les Animaux denatures*; Sartre, *Les Jeux sont faits*.

FRENCH 4 — 4 hours — During the fall term, this course concentrates on a review of French grammar. The remainder of the course consists of an introduction to French Literature. Compositions, outside reading, oral reports. Texts: Daudon, *French in Review*, 2nd Edition; Sartre, *Les Mouches, Huis Clos*; Voltaire, *Candide, Micromegas*; Cyrano, *Histoire comique des etats et empires de la lune*; Giraudoux, *La Guerre de Troie n'aura pas lieu*; Ayme, *Le Passe-Muraille*; Ionesco, *Le Rhinoceros*; Boulle, *La Planete des singes*; Anouilh, *Becket*.

FRENCH 5-6 — 3 hours — Offered only to students approved by the department. This course continues in greater depth the work

of French 4 including composition, outside reading and oral reports. Readings include: Carlut-Meiden, *French for Oral and Written Review*; Ionesco, *Theatre I*; Malraux, *La Condition humaine*; Prevert, *Paroles*; Camus, *L'Exil et le Royaume*; Sartre, *Les Mains Sales*; Diderot, *Jacques le fataliste*; Racine, *Britannicus*, *Phedre*, *Tristan & Iseult*; and other works to be determined by teacher and class.

LATIN

LATIN 1 — 5 hours — An introductory course in grammar and translation from Latin to English and English to Latin. As much grammar as possible, usually up to the indirect question, is covered. Text: Jenney, *First Year Latin*.

LATIN 2 — 5 hours — This course covers the completion of grammar with continued practice in translation from English to Latin. The main work of the course is translation from Latin to English. Text: Jenney, *Second Year Latin* which includes the reading, *The Argonauts*; Caesar, the seven books of *The Gallic Wars*, and if time allows, *The Civil War*.

LATIN 2-2 — 2 hours — Not offered after 1970-71. This course phases out a plan under which Latin 2 has been offered as two half-credit courses over a two-year period. The work is the same as the latter half of Latin 2 above.

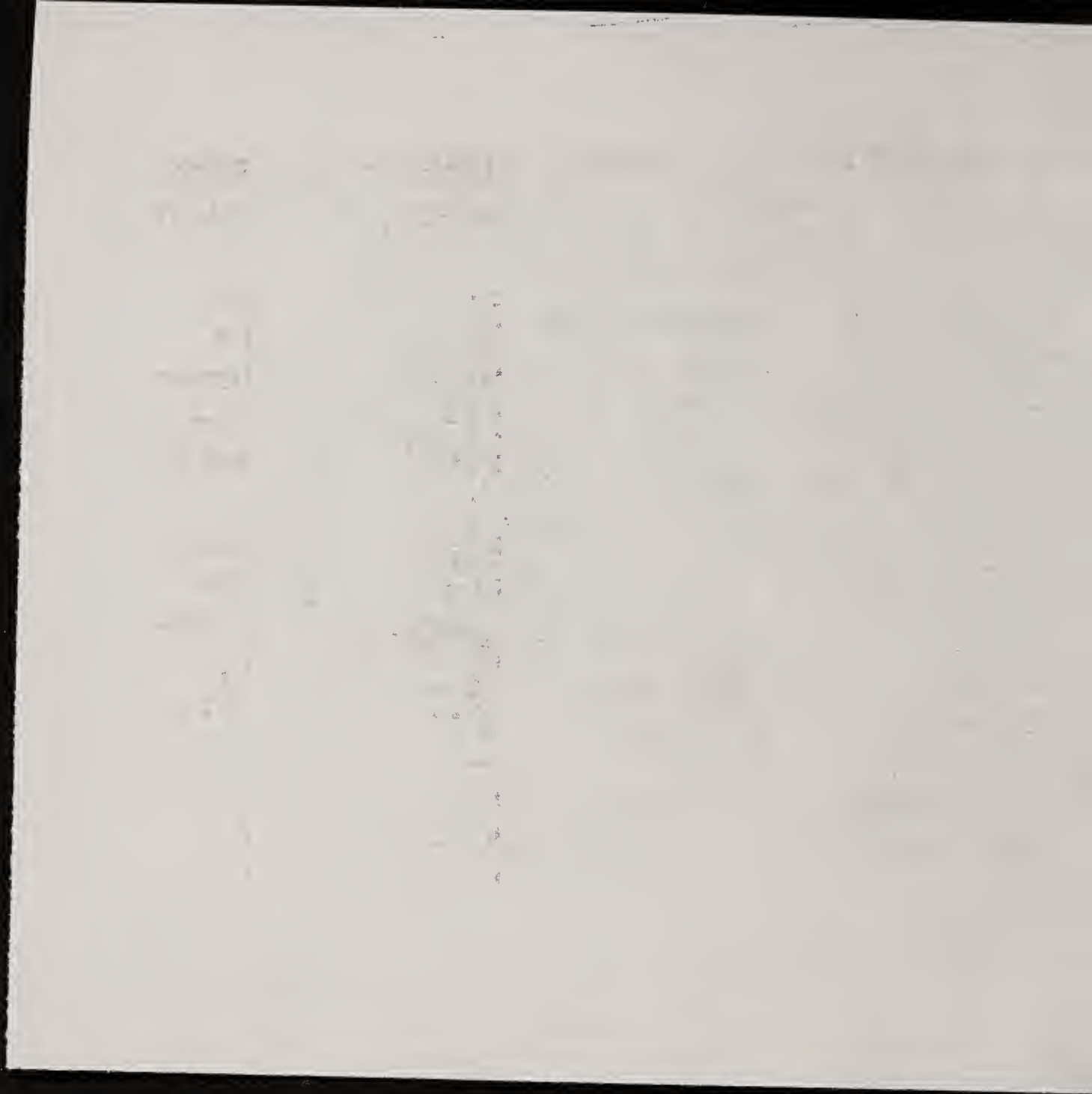
LATIN 3 — 3 hours — A thorough review of grammar starts a year of continued translation. Text: Kelsey and Meincke, *Third Year Latin* in which readings will concentrate on the works of Cicero.

HISTORY

One previous history course is recommended before taking United States History. Papers involving additional reading, research and analysis are required in all courses.

ANTHROPOLOGY — 4 hours — 9th grade. An interdisciplinary offering of the History and Science departments. The course begins with the stages of human evolution (physical anthropology), but major emphasis is on the structure of societies, study of language, and comparison of cultures (cultural anthropology). Material sources may include television (Margaret Meade's "New Guinea Journal," "Voyage to the Enchanted Isle," "Charles Darwin and the Animals of the Galapagos Islands") and museums. There will be readings from such books as C. Loring Brace, *The Stages of Human Evolution*; John Howard Griffin, *Black Like Me*; Walter

UNITED STATES HISTORY - 4 hours - 11th or 12th grade. A course planned to provide the student with significant facts and views about his country's history and to train him in organizing, analyzing and interpreting them. The course begins with a brief chronological survey for orientation purposes and then deals topically and in some depth with other major areas of importance in American development. A deliberate effort is made to relate historical development to contemporary affairs and problems. Among the areas dealt with topically are: Immigration, The City and Urban Development, Political Development, The Negro in the U. S., Reform, Imperialism, The Supreme Court, Racism, Dissent, Prosperity and Depression, The Indian. Readings will vary widely from year to year and will be largely paperback



Goldschmidt, *Man's Way*; Oscar Lewis, *Tepoztlan: Village in Mexico*; Edward T. Hall, *The Silent Language*; Gene Lisitzky, *Four Ways of Being Human*.

ASIAN HISTORY — 4 hours — 10th or 11th grade. A study of China and Japan leading to an understanding of these two countries and the role they play in the contemporary world. Texts: Fairbank, *U. S. and China*; Reischauer, *U. S. and Japan*; Buck, *The Good Earth*. Supplemental Reading: Houn, *A Short History of Chinese Communism*; de Bary, *Sources of Chinese Tradition*; Keene, *Anthology of Japanese Literature*; Clyde and Beers, *The Far East*.

MODERN EUROPEAN HISTORY — 4 hours — 10th or 11th grade. A survey of the political, social, and economic developments within the various countries of Europe, their relationships with each other and the rest of the world from the 17th century to the present. Text: Palmer and Colton, *A History of the Modern World*. Collateral reading: Hurstfield, *Elizabethan Nation*; Wedgwood, *Richelieu and the French Monarchy*; Manuel, *The Age of Reason*; Behrens, *Ancien Regime*; Heilbroner, *The Worldly Philosophers*; Henderson, *The Industrialization of Europe*; Karpovich, *Imperial Russia*; Taylor, *From Sarajevo to Potsdam*; and readings from both Holt, Rinehart & Winston and Heath *Problems in European Civilization Series* pamphlets.

EUROPEAN STUDIES — 8 hours — 11th grade. An interdisciplinary and team-taught combination of European literature, history, art, drama and music from Elizabethan times to the present. This is a double credit elective course replacing both English and history in the 11th grade for those who choose it. Not strictly a survey, it attempts to focus on time periods, topics, and trends of significance in the development of modern European civilization. Readings will change from year to year.

(Not offered in 1970-71.)

BLACK STUDIES — 2 hours — 10th, 11th, and 12th grades. This course is designed to acquaint the student with the wide range of black contributions to American society. Although historically oriented, the course will investigate contemporary black problems and expose the student to the writings of black authors past and present. Readings to be selected.

RUSSIAN STUDIES — 2 hours — 11th or 12th grade. A brief interpretive survey of Russian historical development and literature from Peter the Great to modern times. It emphasizes the continuities in Russian history under the czars and under communist rule, the political role of literature in Russia and the emergence of Russia

to comparative modernization in the last century. Reading from: Hoetzsch, *Evolution of Russia*; Nettl, *The Soviet Achievement*; Karpovich, *Imperial Russia*; Salvadori, *Rise of Modern Communism*; Houghton, ed., *Great Russian Short Stories*; Riha, ed., *Readings in Russian Civilization*; Oliva, ed., *Russia and the West* and others.

(Offered in 1970-71. Will not be offered in 1971-72.)

INTERNATIONAL RELATIONS — 2 hours — 11th or 12th grade. A study of conditions and problems in various parts of the world which affect international and American diplomacy in the contemporary world. Reading will largely be determined by student interest, but will include: *Current History* magazine; Dean, *The Nature of the Non-Western World*; Heilbroner, *The Great Ascent*.

(Will not be offered in 1970-71. Will be offered in 1971-72.)

SELECTED TOPICS IN HISTORY — 2 hours — 12th grade. A senior elective designed to provide small seminar groups a chance to study topics of special interest. The subject matter of the course is largely student-determined through consultation with the instructor and the reading is chosen on a term-to-term basis. Grading is on an Honors, Pass, Fail basis.

INDEPENDENT STUDY IN HISTORY — 12th grade — hours arranged with the instructor. A half-credit senior elective designed to permit the individual to do research in one or more areas selected by the student in consultation with his instructor.

SCIENCE

SCIENCE 1 — 4 hours — required for all 9th-graders. This course is an introduction to some of the problems and techniques which are explored in more detail in Biology, Chemistry and Physics. The course is taught jointly by the Biology, Chemistry and Physics instructors. Texts: McElroy and Swanson, *Modern Cell Biology*; Woodruff, *Terms, Tables and Skills for the Physical Sciences*; Hogg, Bickel and Little, *Physics and Chemistry — A Unified Approach*; and other selected readings.

BIOLOGY 1-A — 6 hours — primarily 10th grade. An introductory course in which the environmental aspects of Biology are stressed. The plants and animals of the local ecosystem are utilized to illustrate the basic principles of Biology. The student is encouraged to do project work in the variety of environments offered by the school's locale. Text: Smallwood and Green, *Biology*; various paperbacks as needed; some BSCS laboratory materials are used.

BIOLOGY 1-B — 6 hours — primarily 11th and 12th grades. An introductory course at the college level in which both plants and animals are studied with concentration upon the similarities of different living forms. Chemical and physical processes of living organisms are investigated to show adaption to different ways of life. Both anatomy and physiology are studied in the laboratory. Students teach a unit of Biology in the local elementary school during the spring term. Texts: *Foundations of Modern Biology Series*; McElroy and Swanson, *Modern Cell Biology*; Galston, *The Green Plant*; Macey, *Human Physiology*; Buffaloe, *Animal and Plant Diversity*.

BIOLOGY 2 — 6 hours — 12th grade. A second level course for students who have had a previous year of Biology. The purpose of the course is to broaden and deepen the student's understanding of the plant and animal kingdoms and to introduce him to some sophisticated laboratory work. Part of the year may be devoted to research in an area of the student's interest, and he will write a paper dealing with that work. Texts: *Foundations of Modern Biology Series*; McElroy, *Cell Physiology and Biochemistry*; Galston, *The Life of the Green Plant*; Hanson, *Animal Diversity*; Schmidt-Nielsen, *Animal Physiology*; Baker and Allen, *Matter, Energy and Life*; Levine, *Genetics*.

CHEMISTRY 1-A — 7 hours — 11th and 12th grades. The course emphasizes the development of the scientific attitude toward solving chemistry problems through the chemical study approach developed by the National Science Foundation. Text: Chem. Study Group, *Chemistry, A Laboratory Approach*. A research paper is required of each student.

CHEMISTRY 1-B — 7 hours — 12th grade. An introductory course in chemistry for those boys who have studied physics. Students continue the study of physical principles as they affect the chemical bond, the structure of matter, matter-energy relationships, periodicity, mole concepts and equilibrium. Text: Toon, Ellis and Brodtkin, *Foundations in Chemistry*.

ADVANCED TOPICS IN CHEMISTRY — 2 hours — 12th grade by permission of the department. The Chem. Study material is completed. The Chemical Bond Approach material and/or other topics are considered at the choice of the student and the teacher.

PHYSICS — 7 hours — 11th and 12th grades. A laboratory oriented course dealing with the nature of matter from the modern point of view. It explores Mechanics, Optics and Waves. Text: Physical Science Study Committee, *Physics*. Students undertake laboratory projects of their own design.

ADVANCED TOPICS IN PHYSICS — 3 hours — 12th grade by permission of the department. In this course, P.S.S.C. *Physics* is completed and more advanced topics are explored at the choice of the students and the teacher.

CIRCUIT ANALYSIS — 4 hours — 10th, 11th and 12th grades by permission of the department. An opportunity to learn about elementary applied electricity is made doubly challenging when each student teaches some of this material to local public school fourth graders during an eight week period in the Winter Term. This is a laboratory oriented course with a minimum amount of homework. It does not cover the same electrical concepts studied in the P.S.S.C. physics. An effort is made to unify all the sciences through physical, chemical and biological investigations. DC characteristics of resistors, capacitors and inductors are studied as well as chemical cells, electrical measurements and statics. Text: Gerrish, *Electricity and Electronics*.

ELECTRONICS — 4 hours — 10th, 11th and 12th grades. By permission of the department. DC and AC characteristics and fundamental circuit components, including electron tubes, transistors and other solid state components, will be used to bring the student an understanding of basic electronic devices such as amplifiers, tuners, oscillators and oscilloscopes. Students will be required to construct electronic devices. Text: Gerrish, *Electricity and Electronics*.

SCIENCE SEMINAR — 1 hour — A reading and discussion course designed to explore the place of science in society. Although there is no prerequisite, it is hoped that the student will have taken a laboratory science prior to this course. The course is taught jointly by all members of the department and guest lecturers are invited to participate. Topics of study include: Science and Religion; Science and Government; Science and Technology; Science and the Art; Science and Man. Students will be expected to read a required book each marking period as well as selections from a reading list.

Seniors who are taking Advanced Topics in Chemistry or Advanced Topics in Physics and who have the permission of the department may participate in a program called INTEGRATED SCIENCE RESEARCH to which 3 hours are devoted on Saturday mornings. No academic credit is given for this program. It is planned to develop manual dexterity in the use of the shop equipment together with an approach to scientific research. Scientific problems are posed and then experiments are designed and carried out by the student in an effort to solve the problems.

ADDITIONAL COURSES

ART

APPRECIATION OF WESTERN ART — 2 hours — Elective for juniors and seniors. The course involves (1) an introduction to visual esthetics based on the Metropolitan Museum Seminars, (2) color-slide lectures illustrating major works of painting, sculpture and architecture from prehistory to contemporary times, and (3) trips to the Boston Museum of Fine Arts, the Fogg Museum at Harvard, and significant shows at Boston galleries. Six critical or historical papers. Text: Newmeyer, *Enjoying Modern Art*. Readings in Janson, *History of Art*, and Gardner, *Art Through the Ages*.

STUDIO ART — 2 hours — Elective for sophomores, juniors and seniors. Studio work in a variety of media; drawing in pencil, charcoal, and ink; simple printmaking, monoprint and linoleum block; painting in watercolor, acrylic and oil; collage and three-dimensional work; matting and simple frame-making. Emphasis is on freedom of expression and development of the individual idea.

The Parsons Schoolhouse Gallery is available on campus for the benefit of all those who wish to study or simply to enjoy art. There are nine exhibitions each year including annual exhibits of student art and photographic work. Receptions for those whose work is being shown give students an opportunity to meet professional artists and discuss their work in an informal manner.

MUSIC

HISTORY OF MUSIC — 2 hours — Elective for all boys. A survey of western music from the Renaissance to the present with emphasis on the 20th Century. The student will be expected to spend a large percentage of his homework time listening to tape recordings in the language laboratory. A combination of hearing and studying the music will give the student a real understanding of the progress of music from its earliest times. Text: Machlis, *The Enjoyment of Music*.

MUSIC THEORY — 2 hours — Elective for all boys by permission of the department. Basically a course in harmony, using the Bach chorales as models. The student will be expected to be able to write choral music in the Bach style, as well as to analyze simple instrumental pieces. A large portion of the course will deal with ear training, teaching the student to write on paper what he has heard, and in reverse, to sing what is written on the printed page. This course will be particularly valuable to those boys taking instrumental lessons and it is preferred that those boys taking the course have some background in music. Text: Ottman, *Elementary Harmony*.

COMPOSITION OF ELECTRONIC MUSIC — 2 hours — Elective for all boys. This course is designed to allow all students, whether or not they have any musical background, to become creative in the field of music. Students will use extensively the new Electronic Music Studio, a large part of which is our Moog Synthesizer. Students will be encouraged to compose mixed-media work, in which music is allied with one of the visual arts such as painting, photography, etc. However each student will be largely free to find his own stylistic preferences and to expand his creative abilities in such directions as he desires.

INSTRUMENTAL MUSIC — Individual weekly lessons are available at \$50 per term in all orchestral instruments as well as piano and organ. A half unit of academic credit may be earned by any boy who wishes to take lessons, who practices four periods per week, and who participates in one of the Academy's instrumental groups. Instructors are from the New England Conservatory of Music or our own department.

SPEECH

SPEECH — 1 hour — Required for all seniors. The course is designed to train boys to think and to express themselves coherently and forcefully in front of an audience. Sometimes their talks are prepared; sometimes they are completely extemporaneous.

ATHLETICS

The Academy believes in the values long associated with amateur sport. It believes that boys should have an opportunity to discover whether they have athletic talent, and, if they have, to develop it. For this reason, 9th and 10th graders are required to participate interscholastically at the appropriate level, and upperclassmen are encouraged to do so. All boys are required to exercise, either within the athletic program or the physical-education program.

Each boy chooses his sport from those offered in a particular season and is placed on a team according to his age and ability. The sports currently being offered are: (Fall) Cross Country, Football, Soccer; (Winter) Basketball, Hockey, Track, Wrestling; (Spring) Baseball, Golf, Lacrosse, Tennis, Track.

Much of our competition comes from private schools who share our size and athletic philosophy, and these schools make up the core of our interscholastic schedules. However, we do compete against larger private schools and public schools in some sports. Representative opponents would be those currently appearing on our varsity football and soccer schedules for the fall season:

Football

St. Sebastian's Country
Day School
Moses Brown School
Browne and Nichols School
Milton Academy
Groton School
St. Mark's School
Belmont Hill School

Soccer

Phillips Exeter Academy
Phillips Academy, Andover
Noble and Greenough School
Browne and Nichols School
Brooks School
St. Paul's School
Milton Academy
Belmont High School
Tabor Academy
Medford High School
St. Mark's School
Middlesex School
Belmont Hill School

Recreational golf, tennis, skating and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a master. The Ould Newbury Golf Club maintains a good nine-hole course on land which is leased to the Club by the Academy. The arrangement provides that Governor Dummer boys who wish may become junior members by paying to the Club an annual fee of \$10.00.

Realizing that the interest of all the older boys may not be directed to interscholastic athletics, Governor Dummer offers flexibility to members of the upper two classes. Juniors and seniors may elect to participate in a limited intramural athletic program, or they can choose to undertake a project, not involved with athletics, for one or two terms of each year. Those selecting projects for a term must substitute physical-education classes for their athletic commitment.

PHYSICAL EDUCATION

The Physical Education program provides exercise for those who need or desire physical development outside of the athletic program. Although anyone may enroll in the Physical Education classes, they are designed for corrective work as well as providing exercise for those not participating in athletics.

All students are required to take the President's Council Physical Fitness test early in the year. Those who do not receive a qualifying score on this test are enrolled in Physical Education classes until they are able to receive a satisfactory score. In addition, those boys who do not participate in the athletic program during a given term are enrolled in these classes.

HUMANITIES PROGRAM

The Academy believes that a boy's educational opportunities must not be limited to pure academics and athletics. The Humanities Program allows a boy to establish, pursue, and broaden personal interests in a wide range of culturally oriented activities. A major aim of the program is to bring to the student a greater awareness of the culture of which he is a part.

ON-CAMPUS ACTIVITIES

A majority of Thursday afternoons are devoted to the Humanities Program rather than athletics. During this time a boy may study in order to make time for a trip off campus (see below), or he may participate in the activities of one or more of the various student organizations.

Organizations

Art Club	Machine Shop
Black Brotherhood	Outing Club
Chess Club	Philosophy Club
Choir	Photography Club
Debating Club	Press Club
Dramatics Club	Radio Club
Glee Club	Students for New Politics
Instrumental Groups	Woodworking

Publications

The Governor, the school newspaper
The Spire, the literary magazine
The Milestone, the year book

The Academy is glad to encourage new and perhaps informal organizations whenever there is sufficient interest.

On Friday evenings there will be a lecture, an educational film, a performance by the Glee Club or student or professional instrumentalists or actors, or a similar program. Saturday morning is again set aside partly as a study period and partly as a time for organization activities. Saturday evening is a time for more relaxed entertainment. Usually there is a current movie. On Saturday afternoons, evenings, and Sunday afternoons, boys will hopefully have their homework schedules arranged so that they can, if they wish, attend dances, beach parties, picnics, or perhaps ski trips arranged with nearby girls' schools.

OFF-CAMPUS ACTIVITIES

The Academy encourages boys to attend numerous events in the Greater Boston area and arranges transportation and supervision.

Museums, Concerts, Plays

Boys visit one or more of the many excellent museums in the area. Particularly on Thursday, Friday, or Saturday evening, boys are taken to performances, primarily in Boston, of plays, concerts, pre-Broadway shows, lectures, operas, and other cultural events. The Academy does its best to arrange transportation and supervision for boys who wish to attend worthwhile events at other times insofar as this does not interfere with academic work.

Social Service

Under the supervision of the director of the community service program, boys may be involved as tutors or supervisors of various activities in a program sponsored by the Newburyport Y.M.C.A. They may be involved in tutoring other boys or girls from the area, or other boys at Governor Dummer. Others may choose to do volunteer work with handicapped children or serve in similar capacities.

EXPENSES

BOARDING STUDENTS

For the school year 1970-71, \$3,400 per year payable \$1,200 on or before August 1, \$1,100 by October 15, and \$1,100 by December 15. For the school year 1971-72, \$3,600 per year payable in three equal installments by the above dates. As alternatives, these charges may be paid through the Insured Tuition Payment Plan or the College Aid Plan, details of which are available on request. These charges cover tuition, room, and board; expenses incurred *at the school infirmary* for outpatient treatment, residence and nursing care up to seven days per illness, ordinary medicine, and the services of the school physician; and dormitory room furnishings, including bed linen (but not blankets).

DAY STUDENTS — *from areas other than the Town of Newbury and Byfield Parish*

For 1970-71, \$1,800 per year payable in equal installments (August 1, October 15, December 15). For 1971-72, \$2,000 per year payable \$700 August 1, \$700 October 15, \$600 December 15. In either case, these charges may be paid through the Insured Tuition Payment Plan or the College Aid Plan. They cover tuition, luncheons, and occasional other meals when the student may be involved in evening or weekend activities.

DAY STUDENTS — *from the Town of Newbury and Byfield Parish*

For 1970-71, \$1,000 per year payable \$400 by August 1, \$300 by October 15, \$300 by December 15.

For 1971-72, students from the Town and Parish will be charged at the same rate and in the same way as other day students. However, they will be exempt from regular scholarship aid competition. If they qualify for admission and if their School Scholarship Service forms indicate need, they are assured scholarship aid.

The school establishes its operating budget on the basis of the enrollment of all boys for the entire academic year. For this reason, in the case of a boy absent, withdrawn, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

There will be various additional expenses which vary widely with individual boys. \$50-\$75 of these will be unavoidable covering such items as books and school supplies, athletic equipment not provided by the school (shoes, skates, hockey and lacrosse gloves and sticks, tennis rackets, golf clubs), and College Board examination fees for upperclassmen. Optional school and personal expenses (including such items as subscriptions to student publications, dances, Humanities trips, laundry and pressing, toilet articles, weekly allowance, and health insurance or actual medical expenses not covered by the tuition payment) produce total billings to the average family of about \$400 per year. At least some of this expense would obviously occur even if the student were at home.

The Academy does not charge for weekly Saturday-evening entertainment, nor for most on-campus lectures and concerts. There are no laboratory, library, or machine-shop charges. The athletic department provides uniforms and protective equipment for all boys.

ADMISSION

Governor Dummer seeks the boy for whom it believes it can do the most and who seems likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

No new students, other than exchange students, are admitted as seniors or postgraduates. The school is interested in having boys from all sections of the country, although geography will rarely be a controlling factor in an admissions decision.

Day students qualify in the same manner as boarding students. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Admission procedure is normally the following:

1. *Preliminary Application.* A preliminary application card is enclosed. Parents who may wish to have their sons become candidates should fill out and return this card. Filing it insures that they will be notified at the proper time of further steps in the admissions procedure.
2. *Interview.* Unless distance or other circumstances make it impossible, we ask all candidates to visit the Academy for a personal inter-

view. The Admissions Office is open from 9:00 A. M. to 5:00 P. M., Monday through Friday, throughout the year. During term time it is open from 9:00 A. M. to 12:00 noon on Saturdays, and on Saturday afternoon by request. During school vacations it is open on Saturdays by request only. It is not open on Sundays. Visitors are respectfully but urgently asked to make appointments in advance.

3. *Secondary School Admission Tests.* These tests, administered at centers throughout the world by the Educational Testing Service, are asked of all candidates. A Bulletin of Information describing the tests and containing an application for a ticket of admission to them, will be mailed in the fall to all candidates for admission in the following September who have filed preliminary applications. It is strongly recommended that candidates take the tests in December.
4. *Final Application.* On or about December 1, the school will mail to each preliminary applicant a final application form with appropriate filing instructions. There is no deadline for filing a final application, but we recommend that it be filed as soon as possible after it is received.
5. *Notification.* By agreement with other members of the Secondary School Admission Test Board no candidate for admission in September 1971 will receive a formal acceptance prior to February 25, 1971, unless he attends an elementary school which is a member of the National Association of Independent Schools and has followed the early-acceptance pro-

cedure set up by that organization. Insofar as possible, all candidates whose files are complete by February 25 will be notified by letter bearing that date of the Admissions Committee's decision on their applications. Others will be notified as their files are completed.

6. *Enrollment.* For each boy accepted on February 25, a place will be saved until March 15, 1971. Parents should notify the school by letter on, or as far as possible in advance of, that date if the boy will attend Governor Dummer. The parent's letter must be accompanied by an enrollment deposit in the amount of \$50. This sum is non-returnable, but it will be credited against the first tuition payment. Enrollment will be confirmed promptly by letter from the school.

The amount of time during which places will be saved for boys accepted after February 25 will be stated in the acceptance letters.

7. *Placement Tests.* To resolve questions of grade, course, or section placement, newly enrolled boys will normally be asked to take placement tests in one combination or another of English, mathematics, and foreign language. Depending on the school from which the boy comes, these may be N.A.I.S. examinations, final examinations, or examinations of our own devising. They may be administered by the boy's previous school, at Governor Dummer, or at home according to arrangements made by the parents.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified boys. There is no set schedule of scholarships, the awards depending upon the strength of the boy's qualifications and his financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid. Scholarship boys will be expected to — and other boys may — earn spending money by working for a few hours each week in the kitchen, store, or other facility.

GEOGRAPHICAL DISTRIBUTION

For the school year 1969-70, the Academy enrolled 271 boarding students from 29 states, the District of Columbia and 6 foreign countries as follows:

Alabama	1	New York	34
California	1	North Carolina	2
Colorado	1	Ohio	6
Connecticut	16	Oklahoma	2
Delaware	1	Pennsylvania	10
District of Columbia	1	Rhode Island	5
Florida	3	South Carolina	1
Georgia	2	Tennessee	1
Indiana	1	Texas	2
Illinois	3	West Virginia	2
Maine	20	Wisconsin	1
Maryland	2	Wyoming	1
Massachusetts	116	Belgium	1
Michigan	3	England	1
Missouri	1	Liberia	1
Montana	1	Nigeria	1
New Hampshire	16	Sweden	1
New Jersey	8	West Germany	1

VISITS TO SCHOOL

Parents are welcome at Governor Dummer at any time, and especially for games, concerts, or Sunday chapel. On Saturday or Sunday when other appointments do not conflict, boys may obtain permission to leave the campus for a stated period of time with their parents or other adults and to miss either the mid-day or the evening meal. The school will use its discretion as to the number of such permissions granted each term.

COLLEGE PLACEMENT

The college placement record of the class of 1970 is as follows:

Albion	1	Hampshire	1
Alfred	1	Harvard	8
Alleghany	2	Hobart	1
Babson	1	Ithaca	4
Beloit	2	Lake Forest	3
Bentley	1	Lawrence	1
Boston College	1	U. of Montana	1
Boston University	3	U. of New Hampshire	3
Brandeis	2	U. of North Carolina	1
Brown	1	Northeastern	1
U. of California,		Occidental	2
Santa Barbara	1	Ohio Wesleyan	1
Case Western Reserve	2	U. of Pennsylvania	1
Colby	1	Reed	1
Colorado College	3	U. of Rochester	1
U. of Colorado	1	Rutgers	1
Columbia	1	Syracuse	1
Cornell	1	Trinity	3
C. W. Post	1	Tufts	1
Dartmouth	1	Union	1
Denison	1	Utica	1
U. of Denver	2	U. of Vermont	1
Georgetown	1	Whittier	1
Goddard	1	Williams	2
Hamilton	1	U. of Wisconsin	1

CALENDAR FOR SCHOOL YEAR

1970-71

Opening Day	Wednesday, September 16
Thanksgiving Vacation	Wednesday, November 25 Monday, November 30
Christmas Vacation	Thursday, December 17 Monday, January 4
Winter Week-end	Thursday, February 18 Sunday, February 21
Spring Vacation	Wednesday, March 17 Monday, April 5
Commencement Exercises	Friday, June 4 Saturday, June 5

WEEK-DAY SCHEDULE

Breakfast	7:00 - 8:00 a. m.
Class periods (45 minutes each)	8:00 - 3:00
Luncheon for freshmen	11:30
Luncheon for all others	12:20 p. m.
Athletics	3:30 - 5:30
Dinner	5:15 - 6:30
Study period	7:30 - 9:30
Lights out for freshmen	10:15
Lights out for sophomores	10:30
Lights out for juniors	11:00
Recommended lights out for seniors	11:00

BOARD OF TRUSTEES

GERRY J. DIETZ '35 *Syracuse, New York*
President

MORRIS P. FROST '35 *Lake Park, Florida*
Vice President

LISPENARD B. PHISTER *Newbury*
Secretary

CHARLES E. GOODHUE, III '43 *Wayland*
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ARLINDO S. CATE *Winnetka, Illinois*

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FREDERICK S. MOSELEY, JR. *New York, New York*

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RICHARD D. PHIPPEN '38 *Wenham*

ROBERT F. SCHUMANN, JR. '40
 Binghamton, New York

EVERETT WARE SMITH *Cleveland, Ohio*

JOHN G. WELLMAN '44 *Johnsonville, South Carolina*

VALLEAU WILKIE, JR. *Byfield*

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MARSHALL B. DALTON *Peterboro, New Hampshire*

ALUMNI FELLOW TO THE BOARD OF TRUSTEES

DAVID C. ESTY '50 *New Canaan, Connecticut*

CARL A. PESCOSOLIDO, JR. '55 *Ipswich*

ARNOLD S. WOOD, JR. '60 *Newbury*

FACULTY 1970 – 1971

EDWARD WILLIAMS EAMES, 1930-1959 *Headmaster Emeritus*

EDGAR DANIEL DUNNING, 1930-1966 *Instructor in Mathematics
and Business Manager Emeritus*

THOMAS McCLARY MERCER, 1930-1969 *Instructor in English,
Emeritus*

ARTHUR WOODBURY SAGER, 1930-1969 *Instructor in Speech,
Emeritus*

ESTHER DIKEMAN THURLOW, 1957-1969 *Librarian, Emeritus*

VALLEAU WILKIE, JR. *Headmaster*
Yale 1945, A.B.; Harvard 1954, M.A.
Appointed July 1, 1959.

ROBERT EDWARD ANDERSON *Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

MARK JOUETT APSEY *Director of Development*
Boston University 1961, B.S.
Appointed December, 1969.

JAMES D. BALDASSARI *History*
Harvard 1970, A.B.
Appointed September, 1970.

MARY ELIZABETH BARATELLI (Mrs. Pierre N.) *English*
North Texas State University 1963, B.S.;
Colorado State University
Appointed September, 1968.

PIERRE NINO BARATELLI *French, Director of
Humanities Program*
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas
Appointed September, 1967.

STEPHEN WILKINS BLAIR '62 *Music*
Lawrence 1966, B. Mus.
Appointed September, 1966.

- JOHN ALDEN BOYNTON, JR. *English*
Dartmouth 1968, B.A.; Middlebury
Appointed September, 1969.
- WARREN MARSHAL CLUNIE *English*
Franklin and Marshall 1962, B.A.;
University of Pennsylvania
Appointed September, 1968.
- RICHARD EARLE DOWNES, JR. *Mathematics*
Bowdoin 1969, B.A.
Appointed September, 1969.
- WILLIAM EDMUND DUBOCQ, III *Chaplain*
Marshall B. Dalton Master in Religion and Ethics
Dartmouth 1964, B.A.
Andover Newton Theological School 1968, B.D.
Appointed September, 1967.
- GEORGE HEBERTON EVANS, III *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.
- JOHN ALFRED FENN *Chemistry*
Rutgers 1938, B.S.; Boston University 1953, Ed.M.
Appointed September, 1956.
- DAVID RONALD GOSSE *Mathematics*
Bowdoin 1958, A.B.;
Wesleyan University 1966, M.A.L.S.
University of Michigan
Appointed September, 1966.
- CHRISTOPHER EDWARD HARLOW *History*
Juniata College 1963, A.B.;
Rutgers 1966, M.A.
Appointed September, 1970.
- JOHN TYLER HARVARD *Spanish*
Harvard 1969, A.B.
Appointed September, 1969.
- JOHN WILSON HOSMER '33 *Business Manager*
Norwich 1937, B.S.
Appointed July, 1966.

- NORMAN PITCAIRN JAMES *German*
 Princeton 1963, A.B.; Middlebury 1970, M.A.
Appointed September, 1964.
- GEORGIA CODY JONES (Mrs. Kenneth) *Spanish*
 Rosary Hill 1964, B.A.;
 Middlebury 1970, M.A.
Appointed September, 1970.
- GERALD DAVID KENJORSKI *English*
 Wharton School, University of Pennsylvania *History of Art*
 1952, B.S.; La Salle 1956, M.A.; Middlebury 1966, M.A.
Appointed September, 1966.
- RICHARD N. LEAVITT *Mathematics*
 Amherst 1964, A.B.; Bowdoin *Physics*
Appointed September, 1964.
- ROBERT HOWE LINBERG '57 *French*
 Williams 1961, A.B.; Middlebury 1969, M.A.
Appointed September, 1961.
- FRANK NORMAN LIVERSIDGE *Science*
 Lowell State College 1968, A.B.
Appointed September, 1969.
- KITTIE STILES MERCER (Mrs. Thomas McC.) *Studio Art*
Appointed September, 1967.
- PETER WINSTON MERCER *Director, Community*
 Dickinson 1962, B.A. *Service Program*
 Andover Newton Theological School 1968, B.D. *Religion*
Appointed September, 1964.
- DOUGLAS LEE MILLER '46 *Physics*
 Amherst 1950, A.B.
Appointed September, 1954.
- MICHAEL A. MOONVES *Physical Education*
 Trinity 1966, B.A.
Appointed September, 1969.
- A. MACDONALD MURPHY *English*
 Harvard 1929, A.B. *Director of Athletics*
Appointed February, 1931.

FRANCES RUSS NAVINS (Mrs. Howard J.) *Librarian*
Connecticut College for Women 1940, A.B.
Appointed September, 1969.

HOWARD JULIUS NAVINS '31 *Dean of Students, Speech,*
Williams 1935, A.B.; Columbia 1937, M.A. *Latin*
Appointed September, 1936.

JOHN BOYD OGDEN, JR. *English*
Harvard 1955, A.B.; Boston University 1963, M.A.
Appointed September, 1963.

MICHAEL JAMES REID *French*
Tufts University 1967, B.A.; McGill University
Appointed September, 1967.

JONATHAN KEELER RICE *English*
Lehigh 1963, B.A.; U. of Maine 1970, M.Ed.
Appointed September, 1970.

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Gettysburg 1950, A.B.; Duke 1953, M.A. *of Studies*
Appointed September, 1954.

BENJAMIN JOHNSON STONE *Latin*
Hamilton 1932, A.B. *Director of Studies*
Appointed September, 1932.

MICHAEL D. TRUE *Mathematics*
Bates 1964, B.S.; Bowdoin 1969, M.A.;
University of Maine; Gorham State College
Appointed September, 1969.

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Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

JOHN JAMES WITHERSPOON *Director of Admissions*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

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ROSTER OF STUDENTS 1969-1970

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Alles, James T.	<i>Duxbury</i>
Barkin, Donald L.	<i>Manchester, New Hampshire</i>
Bergmann, David L.	<i>Manhasset, New York</i>
Blakney, Peter J., Jr.	<i>Upper Montclair, New Jersey</i>
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Brace, F. Scott, Jr.	<i>Skaneateles, New York</i>
Bradley, Joseph E., 3rd	<i>Wolfeboro, New Hampshire</i>
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Brown, James F., IV	<i>Charleston, West Virginia</i>
Brown, Wendell W.	<i>Newbury</i>
Butler, Stephen D.	<i>Beverly</i>
Chappell, Frank H., IV	<i>Lubbock, Texas</i>
Chase, Francis F., III	<i>Norwell</i>
Cherington, Paul Van D.	<i>Cambridge</i>
Comis, Howard L.	<i>Utica, New York</i>
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Cutler, John W., Jr.	<i>Barrington, Rhode Island</i>
Davis, Stilman G., III	<i>Salem</i>
des Cognets, Louis, IV	<i>Williamstown</i>
Dill, George P., Jr.	<i>Yarmouth, Maine</i>
Dunfey, David J.	<i>North Hampton, New Hampshire</i>
Eaton, Henry B.	<i>Wellesley Hills</i>
Eshelman, Peter C.	<i>Lancaster, Pennsylvania</i>
Flowers, Morocco	<i>Thomasville, Georgia</i>
Franchot, Michael L.	<i>New York, New York</i>
Furgal, James W.	<i>Watertown, New York</i>
Gay, Alonzo A.	<i>Cleveland, Ohio</i>
Gilman, Chandler R.	<i>Berlin, Germany</i>
Hallas, James H.	<i>Glastonbury, Connecticut</i>
Halsband, Peter A.	<i>Greenwich, Connecticut</i>
Hillsgrove, Martin F.	<i>Mystic, Connecticut</i>
Imber, Jonathan B.	<i>Reading, Pennsylvania</i>
Jaffe, Robert L.	<i>Fall River</i>
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Kamarck, Jonathan D.	<i>Peterborough, New Hampshire</i>
Latham, Ronald B.	<i>Chelmsford</i>
Leonard, Thomas S.	<i>Manchester</i>
Levin, Adam L.	<i>Waterbury, Connecticut</i>

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 Linehan, Mark H.
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 O'Leary, Michael P.
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Dover
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Norridgewock, Maine
Groton
Cos Cob, Connecticut
Augusta, Maine

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Markin, Kenneth L.	<i>Williamstown</i>

Mattison, Bruce M.	<i>Chestnut Hill</i>
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Randall, Elliott P.	<i>Falmouth, Maine</i>
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Samaras, Charles D.	<i>Lowell</i>
Sapareto, Thomas A.	<i>Haverhill</i>
Seaver, Scott H.	<i>Marblehead</i>
Shack, William P.	<i>Andover</i>
Shapiro, Leon D.	<i>Newburyport</i>
Shove, David H.	<i>Cazenovia, New York</i>
Smith, G. Winston	<i>Atlanta, Georgia</i>
Stanyon, John R., Jr.	<i>New York, New York</i>
Tamposi, Samuel A., Jr.	<i>Nashua, New Hampshire</i>
Turner, Stephen W.	<i>South Dartmouth</i>
Veasey, Robert A.	<i>Haverhill</i>
Viano, Peter D.	<i>Lexington</i>
Wallace, Campbell L.	<i>Philadelphia, Pennsylvania</i>
Wellman, Michael A.	<i>Johnsonville, South Carolina</i>
Winfrey, Alfred U.	<i>Nashville, Tennessee</i>
Withington, Ellis B.	<i>Plymouth</i>
Withington, P. Tucker	<i>Plymouth</i>
Wright, Malcolm L.	<i>Wellesley</i>
Young, Brad L.	<i>Amesbury</i>

SOPHOMORES

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Baratelli, Norman R.	<i>Byfield</i>
Billewicz, Robert W.	<i>Methuen</i>
Bouchard, Charles T.	<i>Lowell</i>
Brace, David W.	<i>Skaneateles, New York</i>
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Conn, Fredric R.	<i>Akron, Ohio</i>
Connolly, William S.	<i>Newburyport</i>
Converse, Parker, II	<i>Marion</i>
Covner, Eric H.	<i>Swampscott</i>
Crane, J. Dicken	<i>Dalton</i>
Curtis, Harry L., III	<i>North Andover</i>
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Durham, Geoffrey A.	<i>Casper, Wyoming</i>
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Ethridge, Russell F.	<i>Grosse Pointe, Michigan</i>
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FitzGerald, John L.	<i>Prides Crossing</i>
Follansbee, Arthur S.	<i>Andover</i>
Foster, Allan D.	<i>Lunenburg</i>
Franklin, Peter W.	<i>New York, New York</i>
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Greenwald, Craig M.	<i>Miami Beach, Florida</i>
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Hoffman, Mark N.	<i>Swampscott</i>
Holmes, Frank A.	<i>Fall River</i>
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Hosmer, Cameron C.	<i>Syracuse, New York</i>
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Jablonski, J. Robert, Jr.	<i>Andover</i>
Johnson, W. Wickliffe	<i>Stockholm, Sweden</i>
Kearney, Kevin P.	<i>Marblehead</i>
Kelley, Raymond F., III	<i>Lake Forest, Illinois</i>
King, J. Michael	<i>New York, New York</i>

Lamson, Richard S.	<i>Billerica</i>
Lenane, Brian P.	<i>Hamilton</i>
Limont, Mark F.	<i>Scituate</i>
Little, Robert C.	<i>Newbury</i>
Longmire, Derek R.	<i>Cincinnati, Ohio</i>
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Martin, Robert E.	<i>York Harbor, Maine</i>
Matthews, John P. C., Jr.	<i>Princeton, New Jersey</i>
McDougall, Thomas D.	<i>Byfield</i>
McKenna, Kevin J.	<i>Wellesley</i>
McNally, Mark J.	<i>Andover</i>
Moxley, Cameron	<i>Indianapolis, Indiana</i>
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Stone, J. Blaine, III	<i>Newbury</i>
Struby, William R.	<i>Oklahoma City, Oklahoma</i>
Swenson, Christian P.	<i>Concord, New Hampshire</i>
Tikellis, James I., II	<i>Wilmington, Delaware</i>
Tonry, George L.	<i>Hampton Falls, New Hampshire</i>
Traver, Timothy L.	<i>Barrington, Rhode Island</i>
Turner, Peter S.	<i>Kittery Point, Maine</i>
Walker, Scott D.	<i>North Andover</i>
Watts, William A.	<i>Kittery, Maine</i>
Whitmore, James H. A.	<i>Marblehead</i>
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FRESHMEN

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Bloom, Leigh C.	<i>Downingtown, Pennsylvania</i>
Bloom, Paul D.	<i>Swampscott</i>
Bouchard, Philip J.	<i>Lowell</i>
Brock, George B.	<i>Dayton, Ohio</i>
Buettner, Dennett H.	<i>Auburn, Maine</i>
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Collord, Frederick P.	<i>Wellesley Hills</i>
Connelly, William J.	<i>Glenshaw, Pennsylvania</i>
Doyle, Carey J.	<i>Rye Beach, New Hampshire</i>
Eshelman, J. David	<i>Lancaster, Pennsylvania</i>
Fulton, George P., III	<i>Cambridge</i>
Hall, Anthony C.	<i>New York, New York</i>
Haselton, Franklin B.	<i>Short Hills, New Jersey</i>
Hershfield, Elihu	<i>Byfield</i>
Howland, R. Bradley	<i>Lynnfield</i>
Johnson, A. Scott	<i>Byfield</i>
Jones, Lawrence L., III	<i>Byfield</i>
Kumpey, Alan W.	<i>Worcester</i>
Laub, Craig B.	<i>Orchard Park, New York</i>
Love, Richard J.	<i>Concord, New Hampshire</i>
Martin, William H.	<i>York Harbor, Maine</i>
McClement, Arthur M.	<i>Andover</i>
Millikan, Michael P.	<i>Manchester</i>
Morris, Caspar W., III	<i>Gladwyne, Pennsylvania</i>
O'Leary, William F.	<i>Framingham</i>
Roome, Reginald, II	<i>Greenwich, Connecticut</i>
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Smith, Matthew M.	<i>Southport, Connecticut</i>
Stanyon, Donald F., Jr.	<i>Gloversville, New York</i>
Steinway, Christian T.	<i>New York, New York</i>
Tarbell, William P.	<i>New Castle, New Hampshire</i>
Thompson Gordon H.	<i>Andover</i>
Wilson, Charles F.	<i>Fitchburg</i>
Wilson, Douglass J.	<i>Lincoln</i>
Winkel, Glen K.	<i>Massapequa, New York</i>
Wise, D. Parker, Jr.	<i>Beverly Farms</i>
Wynn, D. Ricardo	<i>Roxbury</i>
Young, Edward C.	<i>Washington, District of Columbia</i>
Zafiris, James L.	<i>Newburyport</i>

TRAVEL DIRECTIONS

The Academy is readily accessible by automobile. U. S. Route No. 1 passes the edge of the campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U. S. Route No. 1, and four miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2-1/2 miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U. S. Route No. 1 is much easier. Governor Dummer is a flag stop on bus routes between Boston and Newburyport and between Boston and Portland, Maine. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.

TELEPHONE NUMBER

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is (617) 462-6643.

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